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OUR STATE NORMAL SCHOOLS.

SKETCH NO. V.—NEW YORK NORMAL COLLEGE.

Through the kindness of the enterprising publishing house of Ivison, Blakeman, Taylor & Co., of New York, in whose educational journal the cut in this issue first appeared, we are enabled to present our readers with an unusually faithful representation of what the new Normal College is to be when the building is completed and ready for occupation.

As to the early history of the College, President Hunter, in his last report, gives the following information:

FOUNDING THE NORMAL COLLEGE.

In conformity with the laws of the State of New York, empowering the Board of Education to establish an institution for females similar to the College of the City of New York, a series of by-laws founding the Normal and High School were adopted by said Board in December, 1869. The name Normal and High School was changed in 1870 to Normal College. This name was given by the Legislature at the time that it passed an appropriation to erect a suitable edifice for the accommodation of the students. A president, vice-president, three professors, a female superintendent, and a sufficient number of female tutors were appointed. The building on the southeast corner of Broadway and Fourth street, extending eastward to Lafayette place, was leased and fitted up. Sixteen recitation-rooms, about the size of the ordinary public school class-rooms, needed little alteration, and were rapidly supplied with the necessary furniture. A large assembly hall was divided into eight rooms by means of curtains, which were worked somewhat after the manner of a ship's sails, and by sliding-doors.

On the 14th of February, 1870, the supplementary classes of the public schools sought admission to the college. A heterogeneous mass of pupils, who had received every variety of intellectual training, presented themselves for examination. Some belonged to the first year's supplementary grade, and others to the second; and a great number were dissatisfied with the grades in which they were placed. Promises of graduating at some fixed period had been made to the pupils, or perhaps they expected to graduate at some particular time. The question of qualification did not seem to weigh a feather. The difficulty of grading and classifying over a thousand girls may be readily conceived. They were not mere primary children, who could be placed in classes at pleasure; they were young women for whose comfort and happiness parents and friends felt a deep sympathy. Murmurs and complaints were for some time unremitting. The president was run down with visitors, and annoyed by most unreasonable demands. As far as he was able, he resisted all attempts to force an imperfect grading of the college. The pupils who came from the same class insisted upon being placed in the same grade, notwithstanding the most manifest difference in attainments. A great and beneficial change has been effected in the school system; but because the advantages could not be immediately felt and realized, there was considerable irritability.

The new-comers were naturally and loyally attached to their old principals and teachers; they were accustomed to the ways of their schools; they knew personally every official having authority over them; while in the college all was strange, and everything wore a novel and disagreeable aspect. A kind of homesickness prevailed among them. These feelings, which are creditable to the human heart, were duly appreciated by the instructors of the college; and everything was done consistent with duty to make the pupils happy in their new school. It was under such almost insuperable difficulties—difficulties enhanced a hundred-fold by location, noise of vehicles, and want of many of the appliances which impart comfort to the students—that the Normal College was organized. Nor must it be forgotten that, in addition to all these annoyances, the institution was subjected to a close and jealous criticism. A hostile surveillance, through the medium of dissatisfaction,

filled students, was maintained, and every little flaw or fault that vigilant scrutiny could detect was paraded before others as an evidence of mistaken judgment. A Faculty consisting of the ablest men in America could not have avoided committing some few errors in the organization of a new and untried experiment.

PRESIDENT HUNTER.

The careers of all successful self-made men are very much alike. Energy, ability, determination to succeed, power of work, tenacity of purpose, and the great spur of poverty—these are the elements that conduct them to success. The President of the Normal College is a striking example of the combination of these elements of

dozens of pupils with their parents waiting on the stairs, morning after morning, in vain seeking admission.

It was a perfectly natural result, therefore, that the Board of Education, when appointing an additional Superintendent of Schools in 1866, should offer the place to Mr. Hunter; and it was just as natural that Mr. H., looking at the influence of his important position as Principal of No. 35, should decline it, to the great joy of the pupils and the Trustees of the school.

Soon after, in 1866, the Evening High School was established, and its present efficient organization and usefulness are largely owing to the labor of Mr. Hunter, its first principal.

Meanwhile the current of public opinion

and Methods; Miss Woods, Algebra, Geometry and Astronomy; Miss Heybeck, Review of Arithmetic; Miss Wadleigh, Review of Grammar; Miss Feeks, Rhetoric and Latin; Miss Mathews, Astronomy; Madame Bassie, French; Miss Covell, Drawing and Perspective; Miss Willard, History (Modern); Mr. Mangold, Musical Science; Miss Leal, Algebra and Geometry; Miss Goodwin, Botany and Geometry; Miss Crasto, Latin; Miss McGregor, Natural Philosophy; Miss De Wailly, German and French; Miss Carr, History (Ancient); Miss Phelps, Algebra; Miss Morgan, Geometry; Miss Michela, German; Miss Smyly, Latin; Miss Harkness, Book-keeping and Penmanship; Mrs. Winterburn, Vocalization.

not bread, and their labor for that which satisfies not; that, instead of bread, they not seldom receive of us a stone? Will it be denied that a large proportion of the instruction given has no practical bearing upon the future needs of the scholars, and does not conduce to true culture of mind or heart? Will any one say that it is an exaggeration to assert that, in any study of Grammar, more time and labor are wasted than would suffice to master the great principles and the technicalities of any one of the physical sciences, thus opening the door to a life-long interest and pleasure?

With regard, then, to the methods of presenting the various subjects that are considered proper themes for study in our grammar schools, and particularly with regard to the study of grammar, where does our duty and responsibility lie? Are we answerable to the committees and school superintendents who oversee us, or to the men and women of the future—the boys and girls of today? Are we to bend our energies to the result that boys and girls may parse glibly enough to please the admiring ears of an examining committee? or are we to throw behind us all such cumbersome machinery, and teach with the one result in view, that our pupils shall, in time, speak and write pure and correct English? Are there not many honest and painstaking teachers who are not quite clear on these points?

And if, for the sake of the powers that be, we consent to divide the responsibility, have we made up our minds what the children have a right to expect of us? It is because of this uncertainty of purpose that we all revolve in school systems instead of schools; that we look upon these systems, with their intricate dependencies and carefully perfected arrangements, as ends rather than means; that we teach Warren and Guyot, Green and Kelk, Quackenbos and Worcester, instead of geography, and grammar, and history. We come to regard ourselves as parts of a great machine, and, as long as our own small functions adapt themselves to those next us, we forget to inquire whether the great whole turns out acceptable work. And thus it happens that a majority of our schools send out pupils whose language marks them wherever they go; inelegant, marked by provincialisms and the grossest inaccuracies, loose-jointed, carelessly diffuse, and too often the type of precisely similar habits of thought; for the two will be found to have a close connection and dependence.

And yet, at the close of their school-course, the proficiency of these pupils in the study of grammar will not be questioned. They can parse and analyze the most difficult selections of prose and poetry.

They have learned, and can glibly recite, or pass a written examination upon, the definitions, rules, exceptions, examples, list of irregular verbs, and other departments of some treatise upon English grammar.

It is not an uncharitable or irrelevant question to ask how many teachers do bear in mind the purpose for which they are supposed to teach grammar; and it is not an exaggeration to assert that four-fifths of them have practically disconnected the grammar they teach with any definite or desirable results. It is easy enough to do this, and it does not involve any unfaithfulness or carelessness on the part of the teacher. Given the text-book ready at hand, given the memorizing power of the pupils, given the requirements of the examinations, two-thirds of the questions of which call for definitions instead of applications, and what wonder that most teachers come to think the work done when the book is learned through! Grammar is what they are required to teach, and they have taught it.

Yet this system must have been intended to bring about other results than this memorizing process. Children, with us, enter the grammar school at eight or nine years; they begin an elementary text-book in a year, sometimes sooner; they pass from that to the larger book, and begin to parse, and, with much tribulation, to analyze; they keep it up constantly until they graduate at fourteen or fifteen years. They spend more time upon it than upon any other study. If economy of mental effort is the greater desideratum, if ends



NEW YORK NORMAL COLLEGE.

character. He has won his way to his present position at the head of the school system of New York City, and has himself mainly to thank for his success.

Twenty-two years ago Mr. Hunter arrived in this city a stranger, eighteen years of age, without friends, and with no capital save a good education and the qualities we have already enumerated. Good fortune led him to Grammar School No. 35, in Thirteenth street, of which school Mr. John J. Doane was then principal. Here Mr. Hunter commenced in a subordinate place, as teacher of drawing, which was shortly combined with general duties. Associates of his in those early days, and in the same school, speak of the powerful determination that was manifested by him in his work from the first moment he entered on his duties.

Competition fled before him, so marked was his energy. In the fall of the same year, 1850, he became first assistant, and in 1854 vice-principal by the resignation of Mr. Doane, and the elevation of Mr. Smith to the principalship. While in charge of the highest class he won marked success, so much so that some of his enthusiastic trustees and school officers did not hesitate to speak of him freely as the very best of city teachers.

On Mr. Smith's death in 1857, he became Principal of No. 35, and had at length won a most important position in the city schools. No. 35 was even then a large school, was admirably situated and had already a wide reputation. Under Mr. Hunter it entered on a new career of success. The school was gradually reorganized; changes were made in the arrangement of the classes; the instruction throughout the department was made a unit, each grade being closely knit into that above it; and so thoroughly did he impress himself on every part of it; that No. 35 and Mr. Hunter became synonymous terms. The popularity of the school meanwhile increased to such an extent that additional accommodations were needed, and even after this it was a common sight to see

had been steadily settling toward the establishment of a Normal School for the instruction of teachers. The present Department of Public Instruction determined to meet this want, and proceeded to organize the Normal College, over which they placed Mr. Hunter as President in November, 1866.

A career like this, so steady in its progress toward success, has not been won without difficulties. No one could have watched this proud position at the head of the city school system without meeting obstacles. But these have been to him but the incentive of further efforts, and have served to stimulate him, when without them he might have grown perhaps indifferent; and have made him careful and circumspect, when otherwise he might have fallen into mistakes. A brilliant future opens out before the President of the Normal College, still in the prime of manhood, and richly furnished with a large experience. Popular with his pupils, able in his management, secure in public confidence, he waits but the completion of the new building, with its conveniences and appliances, to completely satisfy the Department that placed him in charge, and all who watch with interest the progress of the College, that the same ability which led No. 35 to success is equal to the trust now reposed in it. His friends see in him constantly enlarging capacities as new demands are made on him; and they know that here is not a triangular man in a round hole, but a large and liberal minded man, admirably fitted by experience and training to leave a powerful impression on the rising generation of teachers.

THE FACULTY AND INSTRUCTORS at the present time are as follows:

Prof. Hunter, Intellectual Philosophy, &c.; Prof. Dundow, Latin, Literature and Civil Polity; Prof. Gillett, Physics and Chemistry; Prof. Redfield, Natural Sciences; Prof. Schlegel, German and French; Miss Holman, Zoölogy, Latin and Solid Geometry; Miss Bruce, Object Teaching

GRAMMAR.

BY JULIA A. JELLISON, PRINCIPAL OF GIRLS' HIGH NORMAL SCHOOL IN BOSTON.

"It has been calculated that in salvoes, royal and military politeness, exchanges of courtesy signals, formalities of roads and castles, sunrise and sunset saluted every day by all the fortresses and vessels of war, opening and closing of gates, etc., the civilized world fires, every twenty-four hours, and in all parts of the globe, 150,000 useless rounds. At six francs a round, this makes 900,000 francs a day. Three hundred millions a year expended in smoke. During this time, poor people are dying of starvation."—Victor Hugo.

If Count Hugo has ever added to the sum of his learned lore, ancient and modern, sacred and profane, some knowledge of certain peculiarities of our school system, best known to those within the Ring, his philanthropic spirit might have found cause to complain of a waste more than that of gunpowder, and a less satisfactory result even than a good deal of smoke. For smoke is so far useful to reveal. But even denser puffs than those in which Boston is wont to develop herself are necessary to hide the crowd of ill-fed starvelings we send out upon the world every year, educated.

It is, indeed, a noteworthy fact that, in these days of economizing iron slag and Thames filth, there should be going on a daily waste of what is more precious than any source of material wealth or physical force—the memory, the mind, the working power of the children. These are drawn upon, and overdriven, and exhausted, for every trivial need, like the common faucet for Cochituate water, which is so convenient of access that three-fourths of its supply runs to the common sewer.

Does any one question or deny that this

daily exhaustion of thought and memory

is going on in our schools; that the children

are spending their money for that which is

A JAPANESE GOD.

A short canter through the keen morning air brought me to the little village of Fukawa, where the great bronze Buddha sits — *sed eternumque sedebit*. The first time I saw it, in the autumn of 1866, the approach to it lay along an avenue of grand old evergreen trees, and the effect of the colossus, when seen from the beginning of the avenue, was most striking. Now, unhappily, the trees have been cut down by the avarice of the priests, who grudged the little bit of soil which might bear a few more vegetables, and who took advantage of the revolution to pretend that the trees had been destroyed by the soliery. The beautiful *coup d'œil* is lost, but the figure must always rank among the most wonderful monuments of the world. As a work of art, its chief merit appears to me to be the expression of calm dignity and repose in the face, which is enhanced by the huge proportions and boldness of execution. Travellers in Siam talk about gigantic Buddhas 160 feet high, plated over with gold, and having feet of mother-of-pearl, but I defy any country to produce a nobler figure than this. The proportions of the statue are given as follows in a rough print sold by the priest on the spot:

	Ft. In.
Height of the statue	50 0
From the hair to the knees	42 0
Round the base	96 0
Height of pedestal	4 5
Length of face	8 5
Width of ear to ear	8 5
Silver base on forehead, the gift of the widow of a rich merchant at Yedo.	15 0
Eyes, long	4 0
Eyebrows	4 2
Ears, long	6 6
Nostrils, long	3 8
Nose, across	3 2
Mouth	3 2
Locks of hair, 890 in number, 8 inches high, and 1 foot in diameter	36 0
Knees, across	3 0
The thumb, round	3 0

The story of the erection of the great Buddha is one more tale of woman's love. During the civil wars of the twelfth century, the great statue of Buddha which stood at Nara, one of the ancient capitals of the empire had been destroyed, and a certain priest, seeing this, undertook a pilgrimage through the empire, begging alms wherever he went until at last he had collected sufficient money to erect a new image. Upon the occasion of the festivals held in honor of its completion, the Emperor ordered the Shogun Yoritomo to superintend the ceremonies, during which he was struck by the ambition to set up a like statue in his own eastern provinces, for the protection and welfare of his family and clansmen. Yoritomo died without having fulfilled his intention, which, however, had been made known to his wife and to one of the ladies of the palace named Ita. Upon the death of Yoritomo, Ita, protected by the Shogun and by Yoritomo's widow, who had now become a nun, and enjoyed so great political power that she is known in history as the Nun-Shogun, set forth on a pilgrimage, during which she collected a sum of money which enabled her to erect a great wooden Buddha and a temple to hold it, which were consecrated in the year 1228 A. D. But there came a great typhoon, in which the temple was blown down, and the wooden image, exposed to the rain and the weather, soon began to rot away. Nothing daunted, Ita only determined to try again, and this time she resolved that her work should be more lasting. Having obtained the Shogun's leave, she started on a new pilgrimage, and so successful was she that at the beginning of the last half of the thirteenth century she erected the present bronze figure, together with a grand hall and a gate with two guardian gods. In the year 1495 all the buildings were destroyed and washed away by a tidal wave which swept over the country, and the great Buddha, with his pedestal, alone remained standing. But the place became deserted and overgrown with grass and rank vegetation, so that its existence was almost forgotten until, some two hundred years later, it was cleared of the rubbish and brushwood by a famous priest called Yuten, aided by a friend from Yedo. These two built a small temple by the side of the great image, in which they collected as relics all that remained of the former temple, and of a still older shrine called Shōjōsenji, which had stood upon the same spot since the beginning of the eighth century, and which had been famous in its day as the repository of certain precious copies of the Buddhist sacred books, and of other relics which had been brought from China.

The Roll of Merit.

By a resolution of the Board of Education, passed April 19, 1871, this paper is especially designated to give monthly, under the above title, the name and residence of the best pupil in each class in every school in the City of New York, the information being furnished us through the Clerks of the Board by the several Principals. The official character thus given to the list makes it to all whose names appear therein an imperishable certificate, fairly and honorably earned, not only of good deportment, but of intelligence and the faithful discharge of duty. For the month of February the Roll stands as follows:

GRAMMAR SCHOOL NO. 1.

MALE DEPARTMENT.

- Class 1. Frederick Vetter, 215 Madison st
1. Sanford Simons, 80 Catharine st
2. Benjamin Minor, 22 Franklin st
3. Cornelius Moore, 93 Vandewater st
4. August Heifer, 5 Duane st
5. Edmund Sims, 329 Water st
6. Jerome Healy, 301 Water st
7. Pauline Foster, 328 Water st
8. John Bowmar, 61 James st
9. George Foster, 18 Frankfort st
10. Oliver Lennon, 15 Frankfort st
11. William Price, 44 Vandewater st
12. Gustave Scheetz, 3 Vandewater st
13. Alexander Kelly, 49 New Bowery
14. Thomas Cotter, 41 Oliver st

5. John Stanz, 65 New Chambers st
6. Joseph Flynn, 18 Frankfort st
7. William Carter, 137 Chatham st
8. Frederick Blachers, 60 Oliver st
9. William Byrnes, 107 Cherry st

GRAMMAR SCHOOL NO. 2.

- Senior Class. Eugene Sher dan, 295 Madison st
1. William Miller, 244 Madison st
2. Alan Stoddard, 7 Lewis st
3. John C. H. Jones, 149 Franklin st
4. Julius Levy, 131 East Broadway
5. Martin Caselby, 423 Hanover st
6. Frank Donnelly, 22 Jefferson st
7. Henry Heile, 69 Henry st
8. Hugh McBride, 13 East Broadway

GRAMMAR SCHOOL NO. 5.

- MALE DEPARTMENT.
Class A. Katie Schuetz, 169 Mott st
B. Mary Flynn, 206 Spring st
C. Mary Drouin, 222 Mott st

PRIMARY DEPARTMENT.

- Grade 1. Charles Lynch, 67 Marion st
1. Willie Schrader, 143 Mott st
2. Katie Doyle, 49 Prince st
3. Katie Murphy, 109 Mulberry st
4. James Carroll, 238 Elizabeth st
5. George Kub, 167 Eldridge st
6. Jane Styles, 35 Bleeker st
7. Katie Murphy, 109 Mulberry st
8. Martha Bryant, 216 Elizabeth st
9. Louis Gilson, 189 Mott st
10. Willie McCormick, 109 Mott st
11. Annie Constance, 41 Marion st
12. Maggie Rynders, 203 Mott st
13. Edward O'Brien, 231 Mott st
14. Thomas Degan, 222 Mott st
15. John Hayes, 211 East st
16. Pauline Ronka, 220 Grand st
17. James Lenard, 13 Spring st
18. Thomas Danan, 151 Elizabeth st
19. Katie Murphy, 151 Elizabeth st
20. Willie Murray, 27 Prince st
Frank Deegan, 228 Mott st

GRAMMAR SCHOOL NO. 7.

- MALE DEPARTMENT.
Class 1. Julia Lucke, 284 Broome st
2. Eliza Reinecke, 63 Chrystie st
3. Theresa McCarthy, 79 Division st
4. Ida Brattmann, 288 Clinton st
5. Eddie Lown, 161 East Broadway
6. Mary Schulz, 26 Chrystie st
7. Annie Carroll, 271 Broome st
8. Annie Holberg, 145 Houston st
9. George F. Muller, 228 Elizabeth st
10. Flora Prager, 112½ Bowery
11. Lizzie Cohen, 3½ Bayard st
12. Mein Brundigen, 232 Broome st
13. Ethel Hynes, 232 Catharine st
14. Tenah Crager, 140 Bowery
15. Frances Mueller, 75 Chrystie st
16. Emily G. Smith, 21½ Division st
17. Jessie Harris, 52 Allen st
18. Bertha Peterson, 7 Rutgers place
19. Lizzie Silverstein, 23 Canal st
20. Alice Cobey, 60 Forsyth st
21. Anna Felt, 60 Forsyth st
22. Rosa Coprah, 3½ Eldridge st
23. Emma Meier, 26 Forsyth st

GRAMMAR SCHOOL NO. 9.

- MALE DEPARTMENT.
Class 1. Martha Kennedy, 60th and 61st sts, 11th ave
Sophie Diersen, 100th & 5th ave
Anne Meynen, 10th ave, 60th & 61st sts
Mary Meynen, 10th ave, 60th & 61st sts
Mary Clark, 70th & 1st Boulevard
1. Katie Murphy, 109 Mulberry st
2. Annie Thacker, 11th ave, 80th & 81st sts
3. Lizzie Kennedy, 11th ave, 80th & 81st sts
Mary Sexton, 11th ave, 81st st
4. Katie Murphy, 109 Mulberry st
5. Eddie Lown, 161 Lexington ave
6. Max Fouchenthal, 238 Elizabeth st
7. Eddie Lown, 161 Lexington ave
8. Herman Stern, 747 6th ave
9. George Clarence Phillips, 56 & 5d st
10. James Louis Van Vliet, 488 6th ave
11. Wm. Spencer Salmon, 220 26th st
12. Wm. Wren, P. S., 220 26th st
13. Arthur Hahn, 167 26th st
14. Isaac Marks, 157 26th st

PRIMARY DEPARTMENT.

- Class A. Myer Cohen, 312 & 35th st
1. Louis Fultz, 351 7th ave
2. Eddie Lown, 221 26th st
3. Eddie Muller, 108 31st st
4. Geo. Miller, 45 w 31st st
5. August Gehard, 27 3rd ave
6. Wm. J. Gray, 219 w 32d st
7. August Gehard, 27 3rd ave
8. Frederick Power, 150 w 36th st
9. Eddie Lown, 221 26th st
10. Ernest Cullifer, 74 w 42d st
11. Rufus G. Alton, 61 Lexington ave
12. Max Fouchenthal, 238 Elizabeth st
13. Eddie Lown, 221 26th st
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SPECIAL NOTICES.

New School Books, Just Published.

Swinton's Word Analysis.

A Word Analysis of English derivative words, with their etymology in Latin, analysing, defining, synonyms, and the use of words. By Wm. Swinton, A. D., Professor of the English Language, University of California, and author "Concordance of the English States," &c. 120 pages. Price for examination, 25 cents.

The prominent points of this book are:

1. The clear and simple method of word analysis and definition.

2. The practical exercises in spelling, defining and the use of words in actual composition.

3. The adaptation of the manual, by its progressive character to the needs of the several grades of pub-

lic and private schools.

Chapman's Youth's Speaker.

Selections in prose, poetry and dialogue, suited to the capacities of youth and intended for the exhibition day requirements of common schools and academies. With exercises and original pieces by George E. Chapman. A. M. 150 pages; Cloth. Price for examination, 75 cents.

The prominent points of this book are:

1. The selections are adapted to the exhibition day requirements of common schools and academies.

2. They are adapted to the understanding of the younger pupils.

3. As far as practicable, only pieces that are fresh or that have not previously been used in a book of this kind are presented.

Robinson's Examples.

Arithmetical Examples, Mental and Written; with numerous tables of money, weights, measures, &c., designed for review and test exercise. By D. W. Robinson. M. Cloth, 322 pages. Price for examination, 75 cents.

This work covers the whole ground of arithmetic and can be used in connection with any series or other text-book.

Single copies of any of the above, if required for examination with a view of introduction, will be forwarded by mail on receipt of appended price.

IVISON, BLAKEMAN, TAYLOR & CO., Publishers, No. 126 and 140 Grand street, New York. No. 273 West Randolph street, Chicago.

New York State Teachers' Association.—The Twenty-Seventh Annual Meeting of the New York State Teachers' Association will be held at Saratoga Springs July 23, 24 and 25, 1872.

JAMES CHUKSHAW, Corresponding Secretary, Brooklyn, 1872.

The Graduates of the Normal College of the City of New York, are hereby notified to attend a meeting to be held in the College Building, Wednesday, April 3d, at 4 p. m.

A Special Business Meeting of the Public School Teachers' Association will be held in Grammar School 47, in Twelfth street, near Broadway, on Tuesday next, April 2, at 4 p. m. A large attendance is desired, as the question will be upon the adoption of the new Constitution.

FRANCIS J. HAGGERTY, Pres. G. B. HENDRICKSON, Sec.

The Great Geneva Watch Company having completely triumphed over its enemies, signalized the opening of the week by offering a large stock of diamonds for sale at the store 763 Broadway, on Monday. These gems are in all respects of the finest quality, and the managers guarantee them to be equal to any sold by New York jewelers. That cash may be realized at once, they are offered at a figure far below the usual wholesale price. Great numbers of the Geneva watches are still being sold, and the stock is nearly exhausted. Those who buy a gold watch from \$15. or a silver one from \$4.50 upwards, will do well to visit 763 Broadway at once.

S. S. Packard, at his Business College, 805 Broadway, qualifies young men for first-class positions by imparting a sound business education. The rooms are the most elegant, spacious and airy of any apartments in the city, and all the classes are under the care of thorough teachers. Call and see for yourself or send for circular.

Post Office Notice.—The Mails for Europe during the week ending Saturday, April 6, 1872, will close at this office on Wednesday at 11 a. m., and on Saturday at 11 a. m. F. JONES, Postmaster.

An ANCIENT ADVERTISEMENT.—Read the following as a specimen of an educated schoolmaster in ancient times:

Roger Giles, Surjoun, Parish Clark, 22d Skulemaster, Reforms Ladys and gentlemen that he draws teeth without waiting a moment, blisters on the lowest terms, and viziers for a penny a peace. He sells God-father's Cordel, kuta korns, and undertakes to keep everybody's nayles by the year or so on. Young Ladys and gentlemen learned these grammar language in the Puritain manner, also gust kask taken off their morals and spellin also Larn Zing- ing teaching the bane vial and all sorts of phancy Work. Queer drills, pokera, Weasils, and all other contrary dances tort at home and abroad at perfeks pun. Perfumery and snuff in all its Branches, as times are cruel bad. He begs to tell that he is just begun to sell all sorts of stashusy wares, Kox, Hens' foles, chaux, Poltry, Blaking beuts herrings and coles Skruppin brushes, trekel, Godyk boles and Bill'es, Gimicks mice traps, Brick Dust and Wisker Seed and all sorts of sweet meats including sates, sasseges and other garden stuff, also plurte, hats Zongboyle, lottery packets and other estables, Korn and huytar zurve and all hardwares. He also performs ticabottomy on the shortest notice; and furthermore in partikelar he has Laid in a large assortiment of trype, dogs meat lollipops and other pickels—at Hespors Zetts, hoysters, Wimzer Zoap, &c., old rage bort and Sold here and nowhere else, new laid eggs every day by me Roger Giles.

Singin birds kept, such as howls, gukes, pakox, Lobsters and Grifties. P. S. Leetches Jegzephry Rumatcks and them outlandish things.

The New York Silicate Book Slate Company, corner of Fulton and Church streets, have issued a great variety of their beautiful silicate slates, plain covers and ornamental, plain slate and ruled; of the most superior quality. They are light, compact and the most convenient books for mem- oranda that could be desired.

New York School Journal.

Office, 119 Nassau Street.

Subscription, \$2.50 per year, in advance.

GEORGE H. STOUT, Proprietors and JOHN D. COUGHLIN, Editors.

NEW YORK, MARCH 30, 1872.

For \$2.50 a year paid at this office the Journal will be left at Subscribers' residences early every Saturday morning, or it may be bought for five cents per copy at any of the News Stands.

CRAMMING.

On the subject of cramming, the Cornell Era has these sensible words to say:

"Cramming, as well as hazing and some other college customs, ought soon to be numbered among the things that were."

Any person attempting to accomplish in three weeks an amount of brain work considered by competent judges to be sufficient for three months, does it at the risk of permanent personal injury. The universal, natural law, requiring labor to be regularly followed by rest, cannot with impunity be ignored.

He who, for the sake of cramming, abuses his eyes by the midnight lamp, deprives himself of necessary rest and neglects that requisite to health, the taking of exercise in the open air, commits a crime against nature for which, sooner or later, he must pay the penalty. A strong constitution may not at once succumb to the pressure, and by means of abundant rest immediately after the cramming period, may apparently escape injury, yet the seeds of disease may have been unconsciously but surely sown, to bear their pernicious fruits in after years.

"Neither the desire of developing the mind, nor the love of knowledge for its own sake, incites the crammer to study. The desire to retain for a short time sufficient knowledge of the subject to enable him to pass the examination, is the chief motive, and too often the only one. He does not go beneath the surface, for superficial knowledge will perhaps answer his purpose, pass him. But a superficial study of one subject is apt to lead to a like study of other subjects, and thus there is a strong tendency to the formation of a settled dislike for all earnest, thorough in-lectual work."

OBITUARY.

The death of Jacob T. Bergen deserves a passing notice in the JOURNAL. Mr. B. was for many years a special teacher in Ward School No. 44. Owing to the infirmities of age and disease he felt called upon to resign his position January 1, 1872.

Since that time he has gradually failed in health, till an attack of apoplexy terminated his life on Tuesday, March 19.

The earnest faithfulness with which he discharged his duties, his kindness of manner, and his readiness to assist every one when in trouble, greatly endeared him to all. The teachers and scholars of No. 44 feel that they have lost a devoted teacher and a kind friend.

RULES FOR CONTRIBUTORS.

One of our college exchanges publishes for the information of its numerous contributors a series of rules, which we copy and commend to all young writers who are anxious for newspaper notoriety:

1. Write in a plain and distinct hand; save your flourishes for occasions when your manuscript will be exhibited, for they cannot be transferred to the printed sheet. Don't run your words together, for it makes the printer spell them out. Let every word be distinct.

2. Consult your dictionaries and be sure that you spell every word correctly. It does not look well to see proper spelled with three p's, nor Alma Mater converted into a ludicrous Matter by the addition of an extra t. The printer will not change it for you, and the proof-readers do not always notice mistakes of this kind.

3. Be careful to punctuate correctly. Do not group a number of punctuation marks at the bottom of your manuscript with a foot-note, addressed to the printer, asking him to distribute them, for printers don't know how.

4. Study carefully your construction. The critics say they would rather select their own subjects, and write new essays, than to re-write articles in which the grammar and rhetoric are bad, especially if it be poetry that they have to correct.

5. Let the length of your articles be proportioned to the importance of the subject matter. Do not write eight or ten pages of foolscap upon the subject of "happiness," or "spring." These are not living issues now. Especially on witcisms, remember that "Brevity is the soul of wit." Don't take up a column to tell a joke in poetry that could be better told in three lines of prose. The readers forget the

joke before they get through with the reading of it.

6. Write upon one side only of your sheet. It makes the printer mad to receive manuscript written on both sides, especially if he desires to put two hands at work upon the same article. Don't forget this, and you will save the utterance of many a left-handed blessing upon your head.

7. To young writers especially. Don't underscore so many words. Too much italicising will destroy the force of italics altogether. Besides it makes trouble and extra work for the printer. The compositor loses time on every word of italic he has to set. Italicise all Latin quotations and words that are very emphatic.

8. If you think of any other good rule to be observed, just observe it, and you will receive the thanks of the whole editorial corps, and of the printers thrown in.

SCHOLARS' COMPOSITIONS.

Among the many specimens of compositions daily received at this office, there are frequently to be found unique and original ideas. Below are given two extracts:

"I want to be a missionary. I want to teach the Hottentots how to crochet, write compositions and keep a journal."

"A proverb says 'Honesty is the best policy.' But I think a person who is honest only from policy cannot be called a real honest person."

"An honest person will be so, even if he is against all his interests. I am too young to have much experience in that matter myself, but I often hear that honest people are not too plentiful, and that many rogues walk in sheep's skin."

"My father once related to me a story of a great robber in Germany, called the 'Black Peter,' who always called himself 'Peter the Honest.' He was finally executed."

"I expect there are a great many 'Black Peters' everywhere, who call themselves 'Peter the Honest,' but they do not always receive what they deserve."

DURING the Grand Duke Alexis' walks through the Bridgeport cartridge factory, during his visit here, he pointed to several workingmen and inquired of Governor Jewell, "Are these men what you call the common people?" The Governor replied that they were a fair specimen of the working classes in this country. "But do you mean to say that these get into official position?" further asked the imperial scion. "Perhaps not any of these men," rejoined Governor Jewell; "but men of their class do; they are educated men, most of them—that is, they can all probably read and write, and most of them take and read the newspapers." "Do you know of any cases where such men have actually been elected to office?" again queried the curious Alexis. "Oh, certainly," the Governor said; "I myself worked in the shop as a tanner till I was twenty years of age," and the announcement seemed to puzzle the Duke a good deal. Here was the Governor of a State, as well dressed and as well appearing as himself, who had actually worked in a shop, and this man was welcomed him in behalf of a hundred thousand voters; it was more of an enigma than the young man had ciphered on previously; but as he goes through the country, he will ascertain, upon inquiring, that very many of the public men here have come direct from the workshop. In Massachusetts, where he is now visiting, Governor Claffin was a shoemaker, Senator Wilson a cobbler also, and General Banks was a machinist.

OLD teachers, says the Pennsylvania Educator, should be paid in accordance with the time they have been in the service, and the satisfaction rendered by their services, as well as their literary and professional qualifications. Hitherto those who have been veterans in the service have been, in the matter of salary, placed on a level with the mere tyro. This is a great wrong, discouraging to our teachers who have been tried and true, and is annually driving from the city a number of our best and most successful teachers. One of our teachers remarked to us, but lately, that even a bar-tender, who is an expert in pleasing and attracting customers, commands a much better salary than a beginner, and is appreciated according to the experience he has had.

EDUCATION, to accomplish the ends of good government, should be universally diffused. Open the doors of the schoolhouse to all the children in the land. Let no man have the excuse of poverty for not educating his offspring. Place the means of education within his reach, and if he remains in ignorance, be it his own reprobation.

The increase of teachers' salaries is to take effect on and after the 1st of May next.

vox populi.

SOMETHING ABOUT SALARIES.

MR. EDITOR: In an old book not un-

known to your readers there is this saying: "The kingdom of Heaven suffereth violence, and the violent take it by force." I do not know that I am over full of the spirit of the good book, but I cannot get the above passage out of my mind. I can trace this odd circumstance only to the following facts: To a poor pedagogue still in the body, "the kingdom of Heaven" is the city treasury. "The big pipe men" or the little pipe men come in full force and knock with thundering raps, and Brother Green says, "In a minute, gentlemen," and he keeps his word. To a creditor who taps mildly and asks that his "little bill" be paid, there comes, perhaps, the modest proposal that as half of it has been paid the other half (for December, 1871,) might be "thrown in and call it square." Again of a sudden one class of teachers find they are underpaid. They make a stir about it and the Board of Education says to them at once, "My dears, your request is reasonable," and forthwith — per cent. is added to their hire—nothing said, however, about another set of dears who are perhaps quite as badly off. Another class of teachers suddenly find they are underpaid and they call quietly, but loud, the honorable Board says, "Please accept \$3,000 as a slight acknowledgment of your arduous services." (I wonder if there is anything at so high a premium as downright importunity.)

Now, Mr. Editor, I hope I am not getting out of my sphere in suggesting that such a mode of fixing teachers' salaries is based—well—not upon equity but upon—something else. If teachers are already paid enough they have no more right by a rise to filch the people's money than Brother Tweed has. If they are underpaid, then the Board has no right to withhold what is the teachers' due.

Not having laid up much "treasure on earth" John has been obliged "to go a shopping"—some. As a result of his experience in what political economists call exchange, he finds there are two distinct classes of traders: those who have one price for all, and those who have all prices for one; said prices quoted high to Honestus Woodman and coming down like magic to Messrs. Dicker, Brass & Bounce. John has at last come to the conclusion that if he wants to save his money, his manhood and his respect for his fellow-man, he had better give up "shopping" and go direct to a one-price establishment. John, moreover, earnestly recommends one-priced establishment to the very honorable Board of Education, supposed to be composed of gentlemen whose intelligence is exceeded only by their great moral worth, and in the slightly altered language of D. Webster, the man who flew the American eagle, he closes with this touching sentiment: Justice and teachers' salaries, now and forever, one and inseparable.

JOHN W. SAXON.

News from the Schools.

TEACHERS' ASSOCIATION.—The March reception of this association, held at the Cooper Institute on the 25th inst., was a brilliant success. The large hall was completely filled with an intelligent, finely dressed and appreciative audience. President Flagg opened the meeting with appropriate remarks, stating that the success of the association had surprised its most sanguine friends, and as a proof that it was fast becoming one of the largest and most influential organizations in the city, he referred to the splendid audience before him. On the platform were seated the Hon. Bernard Smyth, President of the Board of Education; the Hon. Lawrence D. Kiernan, President Hunter, of the Normal College, Ex-Cong. Allen, Commisariores Wood, Van Vorst and Lewis; Inspectors Woods and Kelly; Superintendents Jones and Calkins; Principals Hazeltine, Sweeny and Smeaton, with many other eminent teachers and illustrious friends of popular education. For some unexplained reason Mr. Jerome Hopkins did not appear, but his place was ably supplied by the accomplished artist Mr. E. Aller. Miss Mary A. Simms, Vice President of the Association and principal of one of the largest schools in the city, is an exquisite vocalist, and her singing was received with great delight, as it always is. She was the recipient of warm applause and a very handsome bouquet.

Prof. Eben, leader Seventy-first Regiment Band, and Mr. Wm. M. Baker, amateur, favored the audience with a "Duet for two Flutes," which, as a successful rendering of difficult music, was highly appreciated and warmly applauded. The reading of "The Bells," by Prof. Chas. Roberts, Jr., was a masterpiece, and was enthusiastically encored, as it deserved to be. Prof. Roberts has a magnificent voice, fine conception, excellent taste, and intense dramatic fire. As an elocutionist, we opine, he is hard to beat. His Pyramids and Thiseis was as delicate as it was weighty, and flooded the audience with mirthfulness. We predict for him a brilliant future. Prof. Scott's address was, of course, the great feature of the occasion.

Mr. Scott is a good speaker, and his address, original, sensible, practical, held the audience to the end. It was full of sympathy for teachers, and might have been a demonstration of the dignity of their profession. Its keen satire, its sparkling wit and its occasional bursts of eloquence were duly appreciated and greeted with frequent and earnest applause. We cannot do justice to it in a brief report; but hope to have a copy of it

at no distant day for publication. One thing is certain, such a man as David B. Scott, with his tall, commanding figure, magnetic voice and acute, dynamical intellect, would have distinguished himself in any profession. The whole affair was a success, and would have done honor to any association. Secretary Hendrickson, Editor McMullen, Mr. Duffy and the indefatigable Geo. M. Mitchell were unremitting in their attention to the comfort of artists, reporters and guests. This society already numbers several hundred, and is fast increasing. Its next meeting will be one of the most attractive of the series.

Mr. S. S. Nash, a teacher in Grammar School No. 40, Twenty-third street, between Second and Third avenues, not content with imparting knowledge to his pupils, now seeks to benefit them in another substantial way. He has organized a society in his class, which requires that all boys wishing to become members must pledge themselves to abstain from the use of all intoxicating liquors and tobacco. As a reward for their becoming members a medal with a suitable inscription is presented to them. This medal will also denote their membership. Over thirty have already joined the society.

THE EVENING HIGH SCHOOL of which Mr. John Jasper, Jr., is Principal will hold its closing exercises at Steinway Hall on Tuesday evening, April 2, at 8 o'clock. Under a provision of the By-laws of the Department of Public Instruction of this city, all the public schools in this city were closed yesterday, it being Good Friday.

One of the oldest schools in the city was founded in 1709 by Alexander Robertson "for the education of children of the Scottish Presbyterian denomination." The present building, in West Fifteenth street, was erected in 1837, but looks much more ancient.

COLLEGE NOTES.

Phrenocosmias has elected the following officers for the anniversary term: President, A. H. Stoiber, '72; Vice-President, O. Birnbaum, '73; Recording Secretary, H. Man, '74; Corresponding Secretary, R. H. Lynde, '74; Treasurer, R. L. Sweezy, '74; Editor, F. A. Lyons, '73; Librarian, J. Oppenheimer, '73; Cabinet: H. Leipzig, '73, and H. Miller, '73. For its anniversary it has elected the following speakers: '72, S. Banks, H. Van Kleek, O. Birnbaum; '73, F. A. Lyons, H. M. Leipzig, E. M. Wray, H. N. Tiff, C. W. Fisher; '74, R. L. Sweezy.

—Friday, April 5, 7:30 p. m. Clifton-Room 21, College Building. Reading, Witherstone, '75; Declamation, Demarest, '74; Essay, Christy, '73. "Has science had a better influence upon civilization than literature?" Affirmative—Greenbaum, '72; Bonnell, '74. Negative—Putzel, '72; Fronime, '74. Phrenocosmias—Room 12, College Building. Reading, Livingston, '74; Declamation, Lynde, '74; Essay, Fisher, '73. "Are Liberal Principles Strengthening to a State?" Affirmative—Tiff, '73; Leipzig, '73. Negative—Lyons, '73; Wray, '73.

The Library.

BIBLE LORKE. By Rev. J. Cowper Gray. Dodd & Mead, New York.

Looked at in whatsoever light it may be, there is no book which contains within itself so many and so various attractions as the Bible—the Book, as it has been named by those who take from it their religious tenets. Containing at the same time the history of one of the most remarkable races of men the world has ever seen, the most sublime prophecies ever uttered, the profoundest philosophy and poetry which has never been excelled, it has abundant claims to recognition for its literary value, aside from the respect and reverence due to it as the Word of God, and as the source of all our knowledge of the Saviour and of that wonderful religion which seems destined to drive all others from the face of the earth. Looked at from whichever of these points it may be, the Bible is worthy the most careful study, and no system of education can be considered complete which leaves its subject in ignorance of the book. The most confirmed skeptic, the devout Jew no less than the faithful Christian, needs to know what the volume contains, if not for its religious importance, then for its literary and historical merit. If the day ever existed when ignorance of the Bible was creditable it has certainly passed, and he who is not now familiar with at least its leading features has small claim to be considered an educated man.

For these reasons every book which tends to throw light on the history of the Bible, or upon the many obscure passages which it certainly contains, is welcome to a large circle of readers, particularly if it be of such size and cost as to put it within the reach of the multitude. Of bulky and expensive commentaries there is no lack, and Brown and Cruden have left little to be done in the way of concordances, but it has not been, heretofore, so easy to find, in a portable shape and for a moderate price, precisely the information which every Bible student wants and for which he has neither time, patience nor opportunity to search through the large commentaries and Bible histories.

For these reasons all students of the Scriptures, and especially all those who are called upon to teach them in the Sunday-schools or elsewhere, will have cause

to welcome a little volume called "Bible Lore," which has just been issued by Messrs. Dodd & Mead, of No. 763 Broadway. It is from the pen of Rev. J. Cowper Gray, author of "The Class and the Desk," "Topics for Teachers," and other valuable contributions to the Sunday-school teacher's library. We have scarcely room to do full justice to this little volume in which Mr. Gray has managed to pack so much which everybody wants to know and for which few know where to look. It contains chapters on rare manuscripts of the Bible and on ancient versions of the Bible, giving a succinct and interesting account of each, though we think the author has attached, perhaps, less importance than it deserves to the Sinaitic manuscript. Other chapters are devoted to celebrated Commentaries on the Bible, the history of the different English translations, including the authorized version, curious and renowned copies of the Bible, peculiar words and phrases used in the Bible and obscure customs mentioned. Beside these, the work gives a succinct statement of the more remarkable prophecies and striking coincidences in the Scriptures, some account of the Apocryphal books, and also of the chief places mentioned. Where so much has been done and so well done, it seems invidious to find fault, nor have we discerned any very grave error at which to point. We could wish perhaps that the chapter on obsolete words and phrases had been somewhat differently written—too much, in our opinion, having been said about some phrases and too little about others; but such faults as these are certainly venial. As a whole, the work is timely and valuable and deserves a wide circulation.

We suggest to Messrs. Dodd & Mead that when another edition is called for, as we hope it will be, that they should have it edited by some competent American who would do justice to the labors of our own commentators, travelers and archaeologists.

A HANDBOOK OF ENGLISH LITERATURE.
By Francis H. Underwood. Boston and New York: Lee & Shepard.

Probably the most useful text-book in the well-appointed school-room is just such a compendium of English literature as this admirable work. It was originally prepared for use in the Boston Latin School, but was afterward enlarged and perfected in order to supply an acknowledged want in popular education.

Messrs. David Hunter, Fred. Webster, and Harry Rafel, the editors, exhibit their good sense in selecting such an appropriate name for their paper as the "Gerard Gazette," and it cannot but be a feeling of pride to Mr. Gerard to know that the "boys of '35" esteem him so highly, and that the seeds which he has sown have not fallen on stony ground.

NUMBER 3 OF THE NATIONAL ENCYCLOPEDIA, edited by L. Colange, LL. D., and Published by the National Encyclopedia Publishing Company, is out after a delay of several weeks, occasioned by a change of publishers. The work is to be completed in eighteen numbers, and sells at the low price of fifty cents a number. That there is room for such an encyclopedia as this promises to be there is scarcely a shadow of a doubt.

THE INDUSTRIAL MONTHLY, a practical journal for manufacturers, mechanics, builders, etc., is published at 176 Broadway and sent to subscribers for \$1 a year.

sions, and so taking all contrasts of color out of our speech. Fire is 'the devouring element,' and its result 'a conflagration.' One does not lose pocket-book, but is 'relieved' of it. A chance fight is 'a melee'; a dance is a 'terpsichorean festival'; a carnival of sleighing; a negro is a 'Fifteenth Amendment'; a forgery or larceny in a bank is a 'financial irregularity.' Every person is successful in politics, and those lifted by accident into fame or infamy, are 'interviewed.' The corruption does not affect language only. When the gossip about some great financial scoundrel, whose collected crimes, if duly distributed, would send a thousand poor men to prison for life, is 'itemized' in a tone of railery, as though honor and truth were only phrases and the robbery of widows and orphans by the tricks which law unfortunately cannot punish were a jesting matter, it is not too much to say that the wrong that is done to our noble language is only paralleled by the insidious injury wrought upon public morals."

BEDE'S CHARITY. By Hester Stretton, author of "Nelly's Dark Days." &c. New York: Dodd & Mead, 763 Broadway.

This is one of those rare books of fiction which does not depend for effect upon startling plot or blazing rhetoric. It is a simple, homely tale of the joys and sorrows of a woman devoted to the nurture and care of others, and is written in a style which, though singularly unaffected, is yet thoroughly fascinating.

THE GERARD GAZETTE.—We have received the first number of the *Gerard Gazette*, a folio publication issued by the scholars of Grammar School No. 85, and are glad to see such enterprise and literary ability displayed by our youthful friends. The paper is devoted to the interests of the scholars, and will not only be a record of the events of interest which occur at the school, but will also contain interesting reading matter in the shape of essays, poems, biographical and historical sketches, and various other articles. In typographical appearance it makes a good appearance and the arrangement is very good.

A whole page is set apart for the "Roll of Honor," a feature which the *SCHOOL JOURNAL* inaugurated, and another page gives the names of those distinguished for scholarship at the winter examination.

Messrs. David Hunter, Fred. Webster, and Harry Rafel, the editors, exhibit their good sense in selecting such an appropriate name for their paper as the "Gerard Gazette," and it cannot but be a feeling of pride to Mr. Gerard to know that the "boys of '35" esteem him so highly, and that the seeds which he has sown have not fallen on stony ground.

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INSTRUCTION IN PENMANSHIP.

ARTICLE III.—BY H. W. ELLSWORTH.

Having in previous articles sketched the requirements and condition of instruction in penmanship, we will now proceed to illustrate and apply the principles of instruction, with suggestions calculated to aid the teacher in his work.

VIRGINIA.

The first and leading principle in this, as in other teaching, is to *present but one thing at a time*. If the class is composed of beginners, select first the most important foundation principle and direct attention to that until practice has rendered it habitual. Then proceed to the next important step, related, if possible, to the one already taken, and so on step by step until all the fundamental principles are secured. Let it ever be borne in mind by the teacher of penmanship that correct *habit* is the end to be secured by the exercises, and in the acquisition of the art much depends upon the manner in which it is approached.

Hence the foundation principles run far back of mere pen and paper to the controlling influences which they express. The first of these habits is *order*; second, *neatness*; third, *accuracy*; fourth, *facility*; fifth, *uniformity*. Therefore begin your teaching with these ends clearly in view. Without order of the class, the material and the instruction, progress cannot be made in any of the other requirements. Without neatness of person, material and execution, the other essentials will be marred. Without accuracy, the work is imperfect. Without facility it is incomplete, and without uniformity it is disagreeable.

Under the head of order, position of person, arm, hand and pen are included.

Position of Person.—There are three positions of the body in writing, either of which may be maintained under different circumstances, or as a relief, viz.:

(1) *Front*, (2) *Left Oblique*, (3) *Right Oblique*—in either of which the body must be erect and the feet thrown out in the direction of the writing. The left oblique position in which the left side is turned to the desk is the best for classes in general.

Position of Arms and Hands.—The left arm should be placed upon the desk half bent and parallel with its edge. Rest the right arm upon the muscular swell just for-

ward of the elbow at least four inches from your side. The palms of both hands must be turned toward the paper. The edge of the hand and the wrist must never touch the paper.

Position of Fingers, Thumb and Pen.—The first two fingers of the right hand must be extended and hold the pen between their ends and the end of the thumb, which acts like a spring to keep it in place. The pen must cross the side of the first finger by the hand and never drop into the hollow by the thumb.

Under the head of neatness may be included cleanliness, fitness, propriety, etc. Soiled hands, coarse pens and paper blots, smears, ink fingers, etc., are evidences of lack of neatness and fit subjects for frequent lectures upon this virtue.

Accuracy means exactness or precision. Lounging or stooping position, penholders pointing to the extreme right; the side of the hand resting on the desk, letters uneven, strokes not straight, letters larger or smaller, or turns broader or shorter than the copy, show *inaccuracy*.

Facility means quickness or dexterity. Good penmanship must be performed with dispatch, and cannot be secured by stiff, awkward or sluggish movements. Practice is the only means of acquiring facility of movement, and must be guided by knowledge to lead to good penmanship.

Uniformity or sameness is to writing what the law of gravitation is to objects, ranging all things parallel. It is the first consequence in penmanship that the same thing should be always formed in the same way. Uniformity is required in position and penholding, in the quality of material, in the size, shape, slant, shade and spaces of letters of the same kind and in the quality of mark and arrangement of time writing. Uniformity—the key to legibility and the prime element of beauty.

EDUCATION ELSEWHERE.

WISCONSIN.

This State leads all others in its present and prospective provision for the normal training of teachers. It has the largest normal school fund in the world, belonging to one State or government. This fund now amounts to over \$1,300,000, of which over \$600,000 is in money and now available, and the rest in lands. This magnificent fund is derived from Congressional grants of "swamp and overflowed land," which were formerly applied to drainage and to the support of common schools, normal schools and academies. In 1859 the Legislature repealed all laws relating to these grants, and passed a law dividing the lands and the unexpended net proceeds of previous sales into two equal parts—the one part being denominated "the normal school fund" and the other the "drainage fund." The normal fund was intrusted to the care and direction of a board of normal regents, consisting of nine members, and having authority to establish and manage normal schools. Six normal schools were projected—one in each Congressional district of the State. Three of these schools, located at Platteville, Whitewater and Oshkosh, are now in successful operation, and the fourth is soon to be opened at River Falls. The three schools now in operation are respectively in charge of E. A. Charlton, Oliver Arcy and George S. Albee. The law authorizes the board of normal regents to use annually not exceeding \$5,000 to defray the expenses of teachers' institutes in different parts of the State, and a law passed in 1871 appropriates \$2,000 from the State treasury for the support of normal institutes of not less than four weeks' session, to be held under the direction of the county superintendent, assisted by one or more persons appointed by the State superintendent. This is truly a grand beginning for a young State.

These changes are not due in any great degree to the influence of authors, no matter how popular they may be. No poet, historian or essayist is equal to the task of grafting half a dozen new words that shall really thrive and endure on our old English stock. As in the beginning, we must look to the development of the arts, trade, commerce and philosophy, for the new words that come to us as strangers are first made welcome by necessity, and then become our own by naturalization. Every navigator and explorer, every inventor, chemist and naturalist, every investigator into first causes, whether in the natural world or in the interior sphere of thought, must in a measure coin new symbols for new facts and new theories, and so make a new vocabulary to express his ideas. The English of two hundred years ago is a wonderful arsenal; it would seem to be ample for the poet or the historian, the novelist or essayist; but neither Tyndall, Agassiz, Darwin, nor Huxley, neither Hamilton, Mills, Spencer nor Pierce could be restricted for a single page to the vocabulary that served Milton so well."

The influence of the average newspaper reporter upon the language is thus vigorously set forth:

"They search for the materials for a 'sensation' by an inevitable instinct. They have no fear of Addison or Irving before their eyes. For all occasions they have a stock of euphonistic phrases that would beggar Sir Percie Shafton in the attempt at imitation. Facts are always accomplished, ordinary events are embellished by 'words of learned length and thundering sound.' To these omnipresent, sharp-eyed, mercurial, facile gentlemen we owe the invention of some desirable words, such as 'telegraph' and a great variety of base coinages which we are shocked at, until we learn to endure and at length to forget the crime of their existence. One by one such words as the scholar knows to be unnecessary, and at variance with wise analogy, creep into reputable company, and finally receive their accolade from some tolerant authority. But the principal mischief done by these *redettes* of the newspaper army is in the injury to the general standard of taste by the use of words of superlative significance on ordinary occasions."

Mr. Underwood is wrong. The word *telecon* is a mere corruption of *telegraph*, resulting from the ineffectual attempts of the natives of British East India to pronounce the latter word. No "desirable" word was ever invented or introduced by a newspaper reporter, used as a verb; *skedaddle* is a common a few years ago; and a host of other mongrel expressions too numerous and too disreputable to mention.—ED.

to welcome a little volume called "Bible Lore," which has just been issued by Messrs. Dodd & Mead, of No. 763 Broadway. It is from the pen of Rev. J. Cowper Gray, author of "The Class and the Desk," "Topics for Teachers," and other valuable contributions to the Sunday-school teacher's library. We have scarcely room to do full justice to this little volume in which Mr. Gray has managed to pack so much which everybody wants to know and for which few know where to look. It contains chapters on rare manuscripts of the Bible and on ancient versions of the Bible, giving a succinct and interesting account of each, though we think the author has attached, perhaps, less importance than it deserves to the Sinaitic manuscript. Other chapters are devoted to celebrated Commentaries on the Bible, the history of the different English translations, including the authorized version, curious and renowned copies of the Bible, peculiar words and phrases used in the Bible and obscure customs mentioned. Beside these, the work gives a succinct statement of the more remarkable prophecies and striking coincidences in the Scriptures, some account of the Apocryphal books, and also of the chief places mentioned. Where so much has been done and so well done, it seems invidious to find fault, nor have we discerned any very grave error at which to point. We could wish perhaps that the chapter on obsolete words and phrases had been somewhat differently written—too much, in our opinion, having been said about some phrases and too little about others; but such faults as these are certainly venial. As a whole, the work is timely and valuable and deserves a wide circulation.

We suggest to Messrs. Dodd & Mead that when another edition is called for, as we hope it will be, that they should have it edited by some competent American who would do justice to the labors of our own commentators, travelers and archaeologists.

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By Francis H. Underwood. Boston and New York: Lee & Shepard.

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The "Hand Book" is not an encyclopedia; the selections, says the compiler, "have been made for the most part from authors in whom scholars, through all the changes of literary fashion, have preserved a living interest." The extracts from Chaucer to William Morris are arranged chronologically in order to exhibit clearly the gradual development of the language; and are made with a taste and discrimination that mark the compiler as a true scholar.

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improvement a condition of employment, to be tested, not by examinations, for they cannot reach the case, but by the appreciable improvement in both the person and his work.

Wise and Otherwise.

A Cleveland coroner has adopted a miniature kerosene can as his badge of office.

Hock, in describing a badly-cooked dinner, said everything was sour except the vinegar.

Naomi, the daughter of Enoch, was 580 years old when she married. There's hope for some of you other ladies, after all.

Bulwer says poverty is only an idea, in some cases out of ten, and that there is really more happiness among the working-men in the world than among those who are called rich.

Logic is logic. Thus Epimenides said "All Cretans are liars." Now Epimenides was himself a Cretan; therefore, Epimenides was a liar. If he was a liar, the Cretans were not liars. Now if the Cretans were not liars, Epimenides was not a liar. But if he was not a liar, the Cretans were liars.

Like most garments, like most carpets, anything in life has a right and a wrong side. You can take any joy, and by turning it around, find troubles on the other side; or, you may take the greatest trouble and by turning it around, find joys on the other side. The gloomiest mountain never casts a shadow on both sides at once, nor does the greatest of life's calamities.

New Haven believes the way to improve her schools is to make the salaries high enough to invite and retain good teachers. The salary of the Principal of the High School has been raised to \$3,000; of the Principals of the Grammar Schools, to \$2,200; and of teachers in other grades proportionately.

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BELLS, for Churches, Academies, Factories, etc., of which many have been made at this foundry, and sold to all the other foundries in the country combined. All bells warranted. An illustrated catalogue sent free upon application.
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DATEN MANIFOLD PAPER.—Two to twenty copies printed simultaneously and distinctly. This paper is a great time-saving improvement, and invaluable to merchants, lawyers, writers for the press, &c. Sold by NEW YORK NEWS ASSOCIATION, 19 Nassau street, Room 1.



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THE ONLY FASHION publication that gives the styles FULLY ABREAST OF THE SEASONS. DEVOTED EXCLUSIVELY to ILLUSTRATION, DESIGN and LUCID INFORMATION. A Judicious Advertiser. Subscriptions now.

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MRS. MILLER begs to inform her customers, ladies and dressmakers, that she has the most reliable and choice selection of Fashionable Imported Triumphant and Popular in every way, exactly and accurately cut, warranted to fit perfectly. Many years of experience enables me to defy competition.

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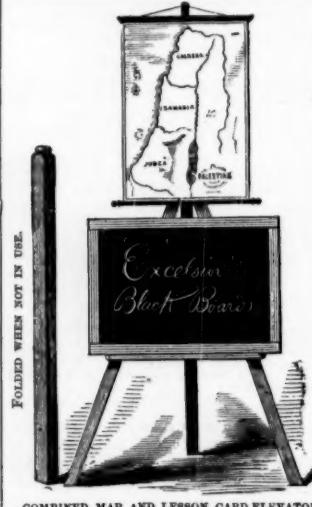
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